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ABSTRACT

A teacher's guide and exercises for teaching poetry by Robert Frost to English as a second language students are presented. Suggestions are presented for developing meanings for words and other meaningful units through the use of realia, pictures, demonstrations, definitions, context clues, paraphrasing, completion exercises, solving and creating riddles and puzzles, creating diorama, and translation. The following poems are examined: "Dust of Snow," "Stopping by Woods on a Snowy Evening," and "The Road Not Taken." For each poem, sequenced questions that will result in the story being recapitulated and discussion questions are presented, along with a paraphrase of the poem. Suggestions for helping students memorize the poems and pronounce words are offered, and word lists, including rhyming words, are presented. It is suggested that students' vocabulary can be expanded through the use of demonstration, and completion exercises can be used as a learning activity and/or an evaluation activity. Vocabulary development can focus on the poem's synonyms, antonyms, homonyms, which are listed, along with word definitions. Words for spelling practice are listed in six ways: the order in which they appear in the poem, reverse order, alphabetical order, reverse alphabetical order, and the order of word length (shortest to longest and longest to shortest). Riddles and puzzles are also included. (SW)

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WITH ROBERT FROST IN TESOLONIA

Virginia Welninski

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Robert Frost once said, "No poetry is good for children that isn't equally good for their elders." In reading poetry, the primary purpose is to understand what is being stated by the poet. The deeper meanings of such statements grow out of the reader's experiences. Although Robert Frost used commonplace situations and comparatively simple straightforward language, almost everything he wrote had a lot of meaning because he had a lot to say. He wanted his poems to be read with delight even though they end in wisdom.

The real purpose of education is to continue to learn and to grow. Growth implies the inevitable rounding out--the fulfillment of living things. Robert Frost's poems are about things that live and grow--trees and flowers, and birds and animals and people. His poems teach us the art of entertaining ideas--to ponder them, to absorb them, and suddenly to understand their implications--which is really the heart of education.

Robert Frost was a skillful technician. The techniques he used in producing poetic feeling while presenting profound ideas in simple settings--his choice of words, rhyme, rhythm; length of line, stanza and poem and other mechanics--are fascinating but are not the principal concern of ESL students. Surface meaning is primary. The depth of perception of meaning derived from inference will depend upon the sophistication of the individual.

The poems selected for this presentation are:

DUST OF SNOW
STOPPING BY WOODS ON A SNOWY EVENING
THE ROAD NOT TAKEN

They come from a collection entitled: YOU COME TOO: FAVORITE POEMS FOR YOUNG READERS by Robert Frost and published by Holt, Rinehart, and Winston, Inc., N.Y. 1967.

The handouts include specific suggestions for developing meanings for words and other meaningful units through the use of realia, pictures, demonstrations, definitions, context clues, paraphrasing, completion exercises, solving and creating riddles and puzzles, creating a diorama, and translation (in certain instances).

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GENERAL SUGGESTIONS:

With Robert Frost in Tesolonia

SONG:

Use the melody from a nursery rhyme. Nursery songs have simple melodies that are easy to learn. They are in the public domain and do not pose copyright problems.

From John R. Boyd and John F. Haskell, eds., "Selected Papers from the Tenth Illinois TESOL/BE Annual Convention (Chicago, IL, Feb 26-27, 1982)

Be sure the rhythm "fits" your ditty: stress points, syllable length, pauses, etc.

Teach the song as a "readiness" activity at some propitious moment well in advance of the presentation of the poem itself.

POEM:

Have the students listen as you read or recite the poem.
Use key questions as motivation for having the students listen to repetitions of the poem.

DISCUSSION QUESTIONS:

Ask one question at a time.
Elicit from the students answers to each question.
Supply the answer if the students are unable to do so.

STORY:

1. Ask questions in a sequence that will result in the story being recapitulated.

   a) Write the answers on the board.
   b) Have individuals read these answers.
   c) Have individuals transform these answers into questions.

2. After having recited the poem several times paraphrase its essence.
3. Have selected students tell the story in their own words.
4. Have the students write the story in their own words as a culminating activity.

MEMORIZATION OF THE POEM:

At the beginning of each lesson ask the students to listen as you recite the entire poem at a normal pace in a natural voice and meaningful manner.

Use the intonation and phrasing that the students are expected to imitate.

1. Have the students listen as you recite the first verse. Stimulate careful listening by posing a key question regarding its context. Incorporate any visual cues that facilitate understanding.
2. Have the students listen as you repeat the first line or thought unit.
   Ask for choral and/or individual repetitions.
3. Have the students listen as you repeat the next line.
   Ask for choral and/or individual repetitions.
4. Have the students listen as you combine and repeat lines 1 and 2. Encourage them to join in when they remember a phrase or a line.
   Ask for choral and/or individual repetitions.
5. Have the students listen as you repeat line 3.
   Ask for choral and/or individual repetitions.

6. Have the students listen as you repeat line 4.
   Ask for choral and/or individual repetitions.

7. Have the students listen as you combine and repeat lines 3 and 4.
   Encourage the students to join in when they remember a phrase or a line.
   Ask for choral and/or individual repetitions.

8. Have the students listen as you combine all 4 lines and repeat the entire verse.
   Encourage them to join in when they remember a phrase or a line.
   Ask for choral and/or individual repetitions.

9. Write the entire verse on the chalkborad.
   Have the students follow with their eyes as you repeat the verse.
   Ask for choral and/or individual repetitions.

10. Repeat steps 1 through 9 for each verse.

11. Have the students listen as you repeat the entire poem.
    Encourage them to join in when they remember a phrase or a line.
    Ask for choral and/or individual repetitions.

12. Write the entire poem on the chalkboard or supply each student with a duplicated copy.
    Have the students copy the poem into their composition books.
    Supervise the copying to ensure accuracy.

13. Review the poem from time to time during the term by having the students read or recite it in chorus or individually.

GENERAL SUGGESTIONS:

PRONUNCIATION PRACTICE:

Practice orally no more than a few minutes at any one time.
Use real words rather than nonsense syllables.
Use words that rhyme regardless of their spellings. For example: snow, crow, go, dough, slow, toe, know, etc.

1. Students listen as you say the word being practiced.
   Students watch your mouth as you say each word.
   Say the word three times.
   Students repeat immediately in chorus.
   Be alert to their production of terminal sounds.

2. Say each word in the list of words for pronunciation practice.
   Students repeat each word immediately in chorus.
   Continue until the list is exhausted.
   Do this as rapidly as the group can handle it.
   Increase the speed without sacrificing accuracy.
   Interject frequently the word taken from the poem.
   Finish with the word taken from the poem.

3. Troublesome sounds may be isolated, treated separately, recombined, practiced again as a word, and contrasted with rhyming words. For example: dust

t, t, t
s t, s t, s t
us t, us t, us t
dust, dust, dust
dust, just must, dust, rust, dust
dust, crust, trust, dust, gust, dust, dust, dust

RHYMING WORDS (used by the poet)

Ask the students to identify the rhyming words in the poem.

Ask them to give you other words that rhyme with these words.
Include their words in your pronunciation exercises wherever feasible.
Take cognizance of spelling variations of the rhyming sound should your students point them out.
Spelling consistency is not important in oral drills but should be considered when lists are written or printed.

DEFINITIONS:

If the poem is short, present this exercise at a single session.
If the poem is long, present the vocabulary for each verse separately.

1. Write each word and its definition on the chalkboard one item at a time.
2. Read this to the students or have an individual read it.
3. Discuss the definition.
4. Use the word in several sentences.
5. Encourage individuals to give sentences orally using the word.
6. Have the students copy these definitions into their composition books.
   Supervise this copying to ensure accuracy.
7. Have the students write sentences using this vocabulary as a homework or study-period assignment.
8. Have individual students read their sentences at the next class session.

VOCABULARY DEVELOPMENT:

Extend the students' vocabulary through the use of demonstration:
shake-shook; give-has given.
contrast; a day saved versus a day rued
affixes: un-, -ful, -ness
synonyms, antonyms, homonyms: dismal, dull, bright
application to other disciplines:
mathematics--time values
science--temperature, precipitation

COMPLETION EXERCISES:

Completion may be used as a learning activity, as an evaluation activity, or as both.

When completion is used as a written exercise, providing a word list ensures greater accuracy in spelling.

All blanks should be of equal length.

Use manuscript writing.
Be consistent in letter formation.

Use a different sentence in each new exercise.

Terminate each sentence with a blank. This usually permits greater control and facilitates the correct completion.

Vary the position of the blank within the sentence.
This usually increases the difficulty of the exercise.

Oral Practice:

1. List on the chalkboard in alphabetical order the words to be used to fill in the blanks.

   ..Include "foolers" of recently learned vocabulary to increase difficulty.

   ..Omit the word list when the students become sufficiently familiar with the vocabulary.

2. Say each sentence. Indicate the blank by signaling a left-to-right line with your left hand and uttering a neutral sound.

   ..Ask the group and/or individuals to provide the missing word orally.

   ..Repeat the sentence inserting the word provided.

   ..Permit the students to judge its "correctness".

   ..Have individuals repeat the correctly completed sentence.

Written Practice:

Write the sentences on the chalkboard.
(The word list remains on the chalkboard).

..Have individuals each read a sentence and supply the missing word orally. Continue until all sentences have been read.

..Have the students copy the sentence or provide each of them with a duplicated copy.

..Have the students fill in the blanks on their papers.

..Have individuals each read a sentence and write the missing word in the blank on the chalkboard. Continue until all the sentences have been completed.

..Have students check their own work and make any necessary corrections.

SELLING PRACTICE:

Oral Spelling:
Saying the letters of the word - although typically American (probably because of the number of homonyms in our language) is not as important as being able to write the word. However, language groups which do not use the Roman alphabet may profit from oral spelling to reinforce the identity of letter symbols with their corresponding names.

If your school participates in spell-down competitions, oral spelling becomes more important, and interested ESL students may be trained in this technique.

Use manuscript writing.
Be consistent in letter formation. Distinguish between capital and lower case letters.

Use the words given in the section entitled "DEFINITIONS".

Use the chalkboard, overhead projector, or chart paper to demonstrate the procedure so the students know what they are expected to do.

1. (a) Have the students write each word several times across the page. When the words are written across the page, spelling tends to be more accurate than when they are written in columns.

   (b) Have the students use the other side of the same paper to write a sentence for each word in the list.

   (c) Encourage them to generate their own sentences.

   (d) Permit individuals to read certain sentences to the group. This presumes that the teacher has supervised their work and noted examples worthy of class presentation.

2. Vary the procedure for each new assignment.

   (a) Have the students write the word followed immediately by a sentence containing the word.

   (b) Have the students write the list in reverse order beginning with the last word in the vocabulary list. Have them write a new sentence for each word.

   (c) Have the students rewrite the list in alphabetical order and write a new sentence for each word.

   (d) Have the students rewrite the list in reverse alphabetical order and write a new sentence for each word.

   (e) Have the students rewrite the list according to word length beginning with the shortest word. Have them write a new sentence for each word.

   (f) Have the students rewrite the list according to word length beginning with the longest word. Have them write a new sentence for each word.

RIDDLES:

1. Ask choice (<u>or</u>) questions, at first, to ensure more accurate responses.
2. Ask WH questions (What, Who, Where, When) as students become more adept at solving riddles.
3. Have the students devise their own riddles when they are sufficiently familiar with this technique.

PUZZLES:

1. Supply the students with duplicated copies of the puzzle. Ask them to solve the puzzle.
2. Put the solution on the chalkboard. Have the students check their own work and make any necessary corrections.
3. Permit the students to devise their own puzzles.

DUST OF SNOW:

SONG: Melody "Mary Had a Little Lamb"

Watch the snowflakes falling down,
falling down, falling down.
Watch the snowflakes falling down,
falling all around.

Watch the tiny, downy flakes,
downy flakes, downy flakes.
Watch the tiny, downy flakes
falling all around.

Watch the woods fill up with snow,
fill up with snow, fill up with snow.
Watch the woods fill up with snow
falling all around.

Use this song for both poems - DUST OF SNOW and STOPPING BY WOODS ON A SNOWY EVENING

Have individual students drop soap flakes on an evergreen branch as the group sings these verses.

DUST OF SNOW

INTRODUCTION:

On a cold winter day like this, after a light snow had fallen, Mr. Frost had an unexpected experience while he was outdoors so he wrote this lovely poem about the incident.

POEM: DUST OF SNOW

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

DUST OF SNOW: DISCUSSION QUESTIONS

1. What is a crow?
2. What is a hemlock tree?
3. Do we find crows in trees?
4. Was this hemlock tree indoors or outdoors?
5. Was the crow in the tree or on the ground?
6. Was there snow on the branches of the hemlock tree?
7. Did the crow shake the snow down from the branches?
8. How did the crow do that?
9. Did the crow shake down a lot of snow or just a little snow?
10. Did the snow fall on a person or on a bird?
11. Who was the person?
12. Where was he?
13. Was he pleased or angry about the dust of snow?
14. What did the dust of snow do to him?
15. Was his mood changed from sadness to happiness?
16. Had this been a good day or a bad day for him?
17. What gave his heart a change of mood?
18. What is snow?
19. Where do we find snow?
20. When does it snow?
21. What makes snow melt?
22. What does snow look like when it melts?
23. Which do you like better - snow or rain?
24. Why do you like it better?

STORY:

Ask questions in a sequence that will result in the story being recapitulated. Write the answers on the board.

Ask:
What kind of bird was in the tree?
What did the crow do?
Where did it shake the snow down from?
On whom did the snow fall?
What has this done to his heart?
What has this saved for him?
How had he felt about this day?

Write:
A crow was in the tree.
It shook down a dust of snow.
It shook the snow down from a hemlock tree.
The snow fell on Robert Frost.
It has given his heart a change of mood.
It has saved some part of a day for him.
He had rued that day.

Ask individuals to read the story from the board.

STORY PARAPHRASED:

A big black bird was in a hemlock tree that had snow on its branches.

This bird shook a little snow down on Robert Frost. This dust of snow made Mr. Frost feel happy on a day that he had felt badly about.

MEMORIZATION OF THE POEM

Follow the procedure detailed in this section of the general directions. More specific instructions are given here.

Repeat the entire poem as you point to the pictures in the pocket chart. For example:

When you say, "The way a crow..." point to the picture of the crow;

When you say "from a hemlock..." point to the picture of the hemlock tree;

When you say, "Has given my heart a change of mood..." point first to the sad face and on the word "change" slide the pointer to the happy face;

When you say, "and saved some part of a day..." hold the pointer on the happy face;

When you say, "I had rued" point to the sad face again.

When the students repeat the first verse be alert to their pronunciation of

way shook dust from hemlock

When the students repeat the second verse be alert to their pronunciation of

given heart change mood saved some part rued

If they need improvement refer to PRONUNCIATION PRACTICE in the General Suggestions.

PRONUNCIATION PRACTICE WORD LISTS

dust	shook	from	hemlock	given	heart
must	took	some	lock	driven	part
just	look	drum	clock	striven	cart
rust	book	crumb	block	shriven	dart
bust	hook	some	knock	riven	chart
gust	nook	come	shock	seven	mart
crust	rook	rum	rock	heaven	start
trust	crook	gum	sock	raven	
lust	brook	chum	dock	haven	
	cook	thumb	mock	leaven	
		numb	smock		
		hum	stock		
		bum	flock		
		strum	sherlock		
			shamrock		
			fetlock		
			wedlock		

change	mood	saved	shook
range	rued	waved	dust
strange	food	shaved	from
mange	chewed	paved	hemlock
grange	sued	raved	given
arrange	brood	braved	heart
exchange	wooed	slaved	change
	shoed	caved	mood
	dude		saved
	nude		rued
	rude		

PRONUNCIATION PRACTICE:

Procedure 1 (See General Suggestions)

I'm going to say some of the words in our poem. Listen carefully and watch my mouth as I say them.
I'll say each word three times.
You will repeat after me.

shook	shook	shook
dust	dust	dust
from	from	from
hemlock	hemlock	hemlock
given	given	given
heart	heart	heart
change	change	change
mood	mood	mood
saved	saved	saved
rued	rued	rued

Procedure 2

I will say a word. You will repeat it after me.
Let's see how fast we can do it.

Teacher	Chorus
heart	heart
part	part
cart	cart, etc.

continue with other pronunciation practice word lists given above.

Procedure 3 : Troublesome sounds

Listen and repeat the sounds I say:

dz	dz	dz	n dz	n dz	n dz
ange	ange	ange	change	change	change
change	range	strange	change	mange	grange
change	arrange	change	strange	change	change

RHYMING WORDS from the poem:

I will recite the poem. Listen and pick out the words that rhyme. When I finish you will tell me the rhyming words.

crow-snow me-tree heart-part mood-rued

Give me some more words that rhyme with crow-snow.

crow-snow grow show slow know go hoe etc.

Give me some other words that rhyme with me-tree.

me-tree see free he she knee bee etc.

Give me some other words that rhyme with heart-part.

heart-part cart dart mart chart start etc.

Give me other words that rhyme with mood-rued.

mood-rued food chewed sued brewed wooed etc.

DEFINITIONS:

Follow the procedures described in the General Suggestions.

Way - the method, means, or manner used to do something

crow - a large, glossy, black bird with a harsh cry.

snow - water frozen into soft, white flakes that fall to earth and spread upon it as a white layer covering it. Rain falls in summer; snow falls in winter.

dust - any fine powder

dust of snow - a fine covering of snow; a small quantity of snow spread upon any surface.

shook - scattered by movement; moved rapidly.

hemlock - an evergreen tree; a kind of spruce tree.

given - presented; offered; gently shifted down by the crow's movement.

heart - feeling; mind; soul; that part of a person that feels, loves, hates and desires.

change - passing from one feeling to a different one.

mood - state of mind or feeling.

saved - rescued; prevented; made the day better

part - not all; not the whole; less than the whole; fraction

day - the hours of light between sunrise and sunset; the 24 hours of day and night.

rued - felt badly about worried about regretted.

VOCABULARY DEVELOPMENT:

I. through realia:
Identify household dust, chalk dust, sand dust, detergent powder, etc
Produce chalk dust by pounding erasers together.
Collect chalk dust from chalk ledges.
Dust windowsills and show the students the dirt on the cloth.

II. through demonstration:
A. shook, has given, dust of...

1. Shake talcum powder on a table top.
Say: I shook talcum powder on the table.
I have given the table a dust of powder.

2. Shake powdered sugar on a cake, cookie, bread, or the like.
Say: I shook powdered sugar on the cake.
I have given the cake a dust of sugar.

3. Shake chalk dust on your sleeve.
Say: I shook chalk dust on my sleeve.
I have given my sleeve a dust of chalk.

4. Permit students to repeat these demonstrations.
Ask: "What has she/he done?"
Elicit choral and/or individual responses.
"She/He has given the _____ a dust of _____."

B. shake - shook.

1. a) Say: Shake your left hand, Name.
She/He shook her/his left hand.
Elicit choral repetition: "She/He shook her/his left hand."
Elicit individual repetitions: "She/He shook her/his left hand."

b) Substitute right hand, left foot, right foot, etc.

c) Play Looby Loo or The Hoky Poky.

2. a) Say: Shake my hand. We shook hands.
Shake Name's hand. They shook hands.
Ask: What did they do?
Elicit choral and/or individual responses: "They shook hands."

3. Have students in adjacent rows shake hands with each other.
Ask: What did you do? Response: We shook hands.
Ask the other students: What did they do?
Response: They shook hands.

C. give - has given
Say: Give this pencil to Name.
He has given that pencil to Name.
Elicit choral repetition: He has given that pencil to Name.

Say: Give that pencil to Name.
He has given that pencil to Name.
Elicit choral repetition: He has given that pencil to Name.

Say: Give that pencil to me.
She has given that pencil to me.
Elicit choral repetition: She has given that pencil to you.

Have other students give other items to one another.
Ask: "What has she/he done?"
Elicit choral and/or individual responses.

III. through contrast:

A day rued versus a day saved.
Ask the following questions.
Elicit choral and/or individual responses.

Ask: Is a day rued good or bad?
happy or unhappy?
dull or bright?
pleasant or unpleasant?
cheerful or dreary?
dismal or delightful?
dreadful or joyful?
glad or sad?
Elicit choral and/or individual responses.

Ask: Is a day saved glad or sad?
dull or bright? etc.
Use thechoices given above but change the order.
Elicit choral and/or individual responses.

IV. through the use of affixes:

un- meaning not

happy	unhappy	loved	unloved
expected	unexpected	kind	unkind
pleasant	unpleasant	lock	unlock, etc.

1. a) Say: He was happy. He was not happy. He was unhappy.
That was expected. That was not expected. That was unexpected.
The meeting was not pleasant. The meeting was unpleasant.
The child was not loved. The child was unloved, etc.

b) Have the students give other examples and paired sentences.

2. Ask the following questions.
Elicit choral and/or individual responses.
Was the dust of snow a pleasant or an unpleasant experience?
Was the dust of snow an expected or an unexpected occurrence?
Was the dust of snow a happy or an unhappy incident?
Was the dust of snow a cheerful or a cheerless happening?

	-ful meaning full of	-less meaning without
care	careful	careless
thought	thoughtful	thoughtless
thank	thankful	thankless
cheer	cheerful	cheerless
harm	harmful	harmless, etc.

Take care. Be careful. Don't be careless
No harm came to him. That stunt could be harmful but it was harmless, etc.

Have students list other examples.
Have them use them in sentences.

V. VOCABULARY DEVELOPMENT

through synonyms, antonyms, homonyms.

Supply the students with copies of this exercise.
Have them cross out the word in each line that does not belong with the other words.

dismal	dull	dreary	dry
wonderful	dreadful	cheerful	delightful
mood	incident	occurrence	happening
hemlock	pine	fir	elm
crow	raven	rabbit	grackle
heart	mind	soul	hand
rain	snow	sleet	hail
dire	awful	pleasant	miserable

Develop similar exercises growing out of vocabulary items listed in the section entitled DEFINITIONS.

VI. VOCABULARY DEVELOPMENT through usage.

1. Write these sentences on the chalkboard.
   a) Have individuals each read a sentence.
   b) Have that individual underline the verb has saved.

2. Ask one of the questions given below.
   a) Have an individual locate and read the response.

3. Have the students generate statements and questions using the verb has saved.

Write:
1. He has saved some part of his allowance to buy a birthday card for his mother.
2. She has saved some part of her lunch to eat at recess time.
3. Patricia has saved part of the cake for dinner.
4. John has saved some cookies for his sister.
5. Edward has saved a banana for breakfast.

6. The dust of snow has saved some part of a day that Robert Frost had rued.
7. Nancy has saved part of the turkey to make sandwiches for tomorrow's lunch.
8. Jim has saved part of his salary to buy an engagement ring for Sue.
9. Scott has saved some part of his money to pay his college tuition.
10. Sidney has saved part of his money to buy a car.

ASK:	Sentence:
1. Why has he saved part of his allowance?	1
2. For whom has John saved some cookies?	4
3. Why has Nancy saved part of the turkey?	7
4. What has Sidney saved part of his money for?	10
5. What has saved part of the day for Robert Frost?	6
6. Why has she saved part of her lunch?	2
7. Who has saved part of his money for his tuition?	9
8. What has Patricia saved for dinner?	3
9. Why has Jim saved part of his salary?	8
10. Who has saved a banana for breakfast?	5

VII. VOCABULARY DEVELOPMENT through application to other disciplines.

A. Auto Mechanics: part of a whole

A wheel is part of a vehicle.	A car is a vehicle.
A rim is part of a wheel.	The body is part of a car.
Spokes are parts of a wheel.	The chassis is part of a car.
The hub is part of a wheel.	The frame is part of a car.
An axle is part of the wheel.	The wheels are parts of a car.

1. Have the students identify the parts of a wheel on a diagram.
2. Have the students identify these and other parts of a car on diagrams.

B. Mathematics - time values

A second is part of a minute.	What part?	1/60
A minute is part of an hour.		1/60
An hour is part of a day.		1/24
A day is part of a week.		1/7
A week is part of a month.		1/4 or 7/30
A month is part of a year		1/12
century, millenium, son, etc.		

1. Have individuals read the statements.
2. Ask questions such as "What part of a month is a day?" 1/30

C. Science - change

a change of temperature from hot to cold
freezing to boiling, etc.
a change of precipitation from rain to snow
sleet to hail, etc.
a change of season from winter to spring
spring to summer, etc.
a change of mood from sad to glad
joy to sorrow, etc.

1. Have individuals use these concepts in original sentences such as:

   "In the television commercial for Saran Wrap an ice cube changes to boiling water in a microwave oven."

SPELLING PRACTICE:

Follow the procedures listed in GENERAL SUGGESTIONS
The vocabulary is listed as follows:
List 1 in the order in which the words appear in the poem.
2 in reverse order
3 in alphabetical order
4 in reverse alphabetical order
5 in the order of word length shortest to longest
6 in reverse order longest to shortest

1.	2.	3.	4.	5.	6.
way	rued	change	way	day	hemlock
crow	day	crow	snow	way	change
shook	part	day	shook	crow	shook
dust	saved	dust	saved	dust	saved
snow	mood	given	rued	snow	heart
hemlock	change	heart	part	mood	given
given	heart	hemlock	mood	part	rued
heart	given	mood	hemlock	rued	part
change	hemlock	part	heart	given	mood
mood	snow	rued	given	heart	snow
saved	dust	saved	dust	saved	dust
part	shook	shook	day	shook	crow
day	crow	snow	crow	change	way
rued	way	way	change	hemlock	day

COMPLETION EXERCISES:

Follow the procedures listed in GENERAL SUGGESTIONS
Provide a copy of this exercise as a culmination activity

1. A_____is a big black bird.
2. A_____is an evergreen tree.
3. I had always_____examinations.
4. _____is frozen rain that falls to earth in soft white flakes.
5. The crow_____snow down from the hemlock tree.
6. An hour is a_____of a day.
7. Was the man in a good_____?
8. Who has_____us this poem?
9. Did he have a_____of mood?
10. There is_____on this chair.
11. What has given his_____a change of mood?
12. An unexpected indigent has_____some part of the day.

RIDDLES:

Have the students solve these riddles.

I am a big black bird
I cry caw-caw.
I do not sing
Am I a crow or a canary?

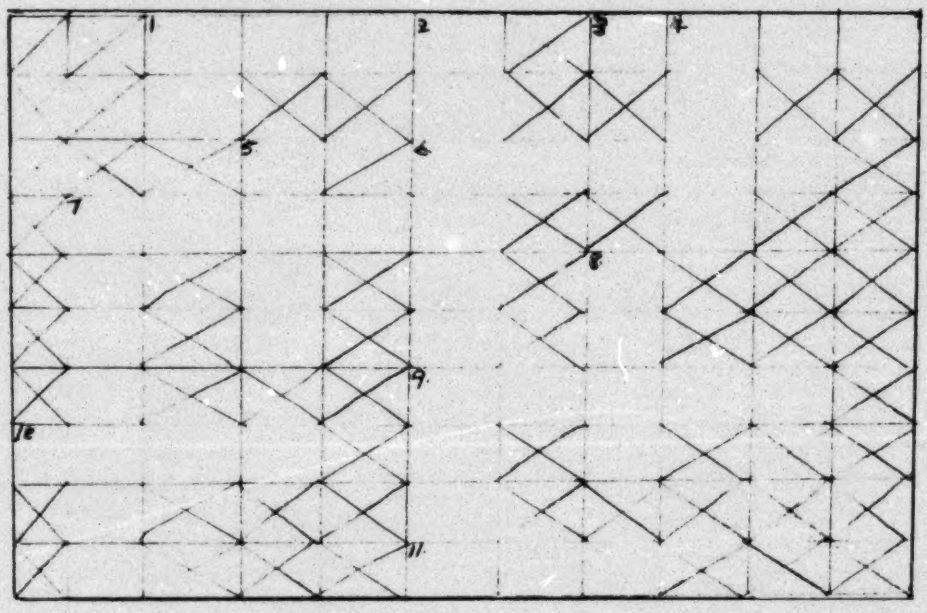
I am a season.
My days are short.
My nights are long.
I bring cold, snow, and ice.
Am I summer or winter?

I am cold and wet.
I am water that falls from the sky.
I fall as soft white flakes.
Am I snow or rain?

I am a tree.
I stay green all year long.
I am evergreen.
Am I a hemlock or a maple?

I am a person.
I write poetry.
I wrote about a dust of snow.
Am I Mrs. Welninski or Robert Frost?

PUZZLE:



ACROSS

1. feelings
3. a tall plant
6. kept
7. soul; mind
9. moved rapidly
10. not up
11. method or manner used

DOWN

1. I
2. a light covering of flakes
4. felt badly
5. not all; not the whole thing
7. an evergreen tree
8. a bird

Eventually your students may be able to devise their own puzzles.

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep;
And miles to go before I sleep.

Robert Frost <u>YOU COME TOO: Favorite Poems for Young Readers</u>.
Holt, Rinehart & Winstow, New York 1959 p.241

ACKNOWLEDGEMENT: Stopping by Woods

Grateful acknowledgement is hereby extended to my dear friend, Christine Eastmond, of the New York Public Schools, whose copyrighted but as yet unpublished material served as an inspiration for the content in this segment of the presentation.

The preparation of a diorama could be used as a "readiness" project before introducing the poem.

MATERIALS: A large shallow rectangular box, earth, twigs (shaped like miniature trees), a sheet of clear transparent plastic, a sheet of light blue construction paper (equal in size to the plastic sheet), gravel, bits of dried grass, a toy or a cutout of a horse-drawn cart, soap flakes.

PROCEDURE:

1. Have the students assist in planning and arranging a woodland scene in the box.
2. Have the students tell what they are doing as they:
   a) spread earth around the bottom of the box.
   b) arrange the twigs, dried grass, and bits of gravel to form a wooded area.
   c) cut the plastic and construction paper to the desired size and shape to represent a lake.
   d) place the "lake" in another section of the box.
   e) put the horse-drawn cart in the box.
3. Encourage the students to converse freely as they plan and arrange the scene. Have them ask questions of and give directions to each other.
   a) Where are you going to put that tree, Name ?
   b) Do we want some grass here, Name ?
   c) Tell Name where to put those trees, Name .
   d) What did you do to help, Name ?
4. After the diorama is completed, have the students talk about it.
   Student 1: (pointing to the woods) asks, "What's this?"
   Student 2 responds, "That's the woods."
   Chorus repeats, "That's the woods." etc.
5. Student 1 asks, "Where's the lake?"
   Student 2 (touching the lake) "Here's the lake."
   Student 3 (pointing to the lake) "There's the lake."
   Chorus repeats, "There's the lake."
6. Place the horse and cart by the woods, by the lake, on the road, etc.
   Say, "They are stopping here."
   Ask, "Where are they stopping?"
   Choral and/or individual responses, "They are stopping by the woods," etc.
7. Have individuals drop soap flakes on the scene, and say, "Watch the snow fall on the ____." trees, woods, lake, ground, horse, cart, road.
   Ask: "What did you do?"
   Elicit individual and/or choral responses: "I/We watched the snow fall on the ____."
8. Ask questions such as the following. Elicit individual responses. Accept any appropriate answer. Restructure short answers into sentences. Elicit choral and/or individual repetitions.

   "Whose woods are these?
   Whose lake is this?
   Whose horse is this?
   Do you like snow?
   Do you hear snowflakes as they fall?
   What do snowflakes look like?
   How does the snow feel when it falls on you?"

9. Have the students sing the song.
   SONG: Melody, "Mary Had a Little Lamb."

   Watch the snowflakes falling down, falling down, falling down.
   Watch the snowflakes falling down, falling all around.

   Watch the woods fill up with snow, fill up with snow, fill up with snow.
   Watch the woods fill up with snow falling all around.

DISCUSSION QUESTIONS: See General Suggestions

Verse I
1. Who wrote this poem?
2. Does he know whose woods these are?
3. Whose woods are these? Why didn't you say they're a woman's woods?
4. Do you know the man's name?
5. Where is his house?
6. Can he see his woods from his house?
7. Can he see Mr. Frost stopping by his woods?
8. Why is Mr. Frost stopping here?

Verse II
9. Is there a lot of snow or a little snow falling?
10. Are the snowflakes small and hard or soft and downy?
11. Are they falling fast or slowly?
12. What must the horse think queer?
13. Why is it queer to stop here?
14. Where are they stopping?
15. Which evening is it?
16. When is the longest night of the year?
17. Is that likely to be the darkest evening of the year?

Verse III
18. Who gives the harness bells a shake?
19. Whose horse is this?
20. Why does the horse shake his harness bells?
21. Does Mr. Frost hear the harness bells?
22. What other sound does he hear?
23. Is an easy wind strong or gentle?
24. Is the wind blowing loudly or softly?
25. What does the wind sound like?

Verse IV
26. How do the woods look?
27. Does Mr. Frost want to stay and watch the snow fall?
28. Can he stay?
29. Why can't he stay?
30. How far does he have to go?
31. What will he do when he finishes his journey?
32. Was it snowing before Mr. Frost left home? Why do you think that?
33. Did he plan to stop by the woods?

MEMORIZATION OF THE POEM:
Follow procedures listed in General Suggestions.

RHYMING WORDS IN THE POEM:
Words used by the poet to create the rhyme. In this poem, the last word in lines 1, 2, and 4 rhyme. The last word in line 3 foreshadows the rhyming sound used in the next verse.

Stopping by Woods

Ask the students to identify the rhyming words in the poem. Ask them to say other words that rhyme with them. Include their words in the pronunciation exercises when feasible.

VERSE 1	VERSE 2	VERSE 3	VERSE 4
know	here	lake	sweep
though	queer	shake	deep
snow	near	mistake	keep
	year	flake	sleep

PRONUNCIATION PRACTICE:
See General Suggestions for procedures:

Words which may cause pronunciation problems:

whose	these	think	house	village	stopping
watch	fill	horse	darkest	evening	gives
harness	bells	ask	miles		

The following lists are for the teacher's convenience.

woods	miles	lake	sweep	easy	promises
goods	styles	flake	deep	sleepy	harnesses
buds	dials	shake	keep	downy	princesses
suds	files	mistake	sleep	snowy	mattresses
beds	piles	cake	sheep	frosty	kindnesses
sleds	tiles	sake	weep	rainy	licenses
birds	wiles	make	creep	icy	dresses
cards	smiles	take	jeep	breezy	classes
boards	miles	bake	peep	dusty	glasses
only	evening	darkest	think	bells	watch
lovely	morning	nearest	sink	sells	catch
yearly	stopping	deepest	wink	dells	match
quickly	frosting	easiest	blink	tells	patch
sadly	snowing	kindest	link	wells	batch
gladly	knowing	biggest	mink	spells	hatch
nearly	sleeping	smallest	pink	yells	latch
early	doing	shortest	rink	smells	scratch
horses	fill	whose	these	village	stopping
forces	will	choose	cheese	pillage	dropping
sources	pill	lose	he's	tillage	hopping
courses	chill	does	she's	spellage	chopping
blouses	bill	news	please	bandage	mopping
slices	pill	rues	trees	package	shopping
spices	hill	pews	bees	baggage	popping
	sill	twos	tease	passage	topping
	still	cruise	peas	cabbage	flopping
			freeze	cottage	

STORY REITERATED:
Ask questions in a sequence that will result in the story being reiterated. Write the answers on the board.

Ask: Does Mr. Frost know whose woods these are?
Where is the man's house?
Will he see Mr. Frost stopping here?
Why did Mr. Frost stop here?
What must the horse think about stopping here?
Why does the horse think it's queer to stop here?
Where did Mr. Frost stop the horse?
Which evening is it?
What does the horse do?
Why does he shake his harness bells?
Is there any other sound?
What is the only other sound?
How do the woods look?
What does Mr. Frost have to keep?
How far does he have to go before he sleeps?

Write: Mr. Frost thinks he knows whose woods these are.
His house is in the village.
He wil not see Mr. Frost stopping here.
He stopped to watch the woods fill up with snow.
The horse must think it's queer to stop here.
There is no farmhouse near.
They stopped between the woods and the lake.
It's the darkest evening of the year.
The horse gives his harness bells a shake
The horse is asking if there is some mistake.
There is only one other sound.
That is the sweep of the wind and the snowflake.
The woods look lovely, dark and deep.
Mr. Frost has promises to keep.
He has miles to go before he sleeps.

DEFINITIONS: Have the students copy this into their composition books. Follow the procedures listed in General Suggestions.

Verse I woods - many trees growing closely together; forest
village - a place where people live closely together; smaller than a city or town
II queer - strange; unusual; odd, peculiar; curious
frozen - hardened by cold; turned into ice
evening - twilight; dusk; the time between afternoon and night; the last part of the day and the early part of the night
year - 365 days or 12 months from January 1 to December 31; 12 months from any date; This year is 1982. Last year was 1981. Next year will be 1983.
III harness - a combination of straps, bands, and pieces of leather used to connect a horse to a vehicle--cart, wagon, carriage, sled.
mistake - error; blunder; fault; oversight
sweep - to move with a broom or brush
downy - like down - soft and fluffy; the fluff of a baby chick; the soft fur of a kitten
IV lovely - beautiful; pretty; pleasing
promises - vows; pledges; words said or written binding a person to do or not to do something
miles - units of measure equal to 5,280 ft. used in measuring distances on land.

STORY PARAPHRASED:
Mr. Frost has stopped his horse by a woods so he can watch the woods fill up with snow. The man who owns these woods lives in the village and will not see how lovely the snow fall makes the woods look. The horse thinks it is a mistake to stop between the woods and the lake where there is no farmhouse near so he shakes his harness bells to ask why they are stopping here. Robert Frost hears the harness bells and knows that he must not stay any longer because it is already evening and he has things to do and miles to go before he goes to sleep.

SPELLING PRACTICE:
See General Suggestions for procedures.

COMPLETION EXERCISES:
See General Suggestions for procedures.

1. I know who owns these _____.
2. There are bells on the horse's _____.
3. Distances on land are measured in _____.
4. Snowflakes are soft and _____.
5. The darkenss between sunset and night is _____.
6. There are twelve months in a _____.
7. Does Mr. Frost have to keep some _____?
8. Odd, peculiar, unusual happenings are _____.
9. An error is a _____.
10. The woods look dark, deep, and _____.
11. To become ice, water must be _____.
12. A place where people live that is smaller than a town is a _____.

On chalkboard:

downy
evening
frozen
harness
lovely
miles
mistake
promises
queer
sleep
sweep
village
woods
year

RIDDLES:
See General Suggestions for procedures.

I am a unit of measure.
I measure distances on land.
I measure 5,280 feet.
What am I?

I am water.
I am cold and hard.
I am frozen.
What am I?

I am made of pieces of leather.
I connect a horse to a carriage.
What am I?

I am a unit of time.
I last twelve months.
I last 365 days.
What am I?

I am a place where people live.
I am smaller than a city.
I am smaller than a town.
What am I?

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I ---
I took the one less traveled by,
And that has made all the difference.

Robert Frost
YOU COME TOO: Favorite Poems for Young Readers. Holt, Rinehart and Winston. New York, NY 1959, p.84

SONG: Melody, "Mary Had a Little Lamb"

Bring in a bag of yellow maple leaves or any other naturally yellow leaves. Such realia makes the poem more meaningful. Artificial yellow leaves or leaves cut from yellow construction paper may be substituted. Pictures of woods in autumn are also helpful.

Have individuals drop yellow leaves to the floor as the group sings the following verse:

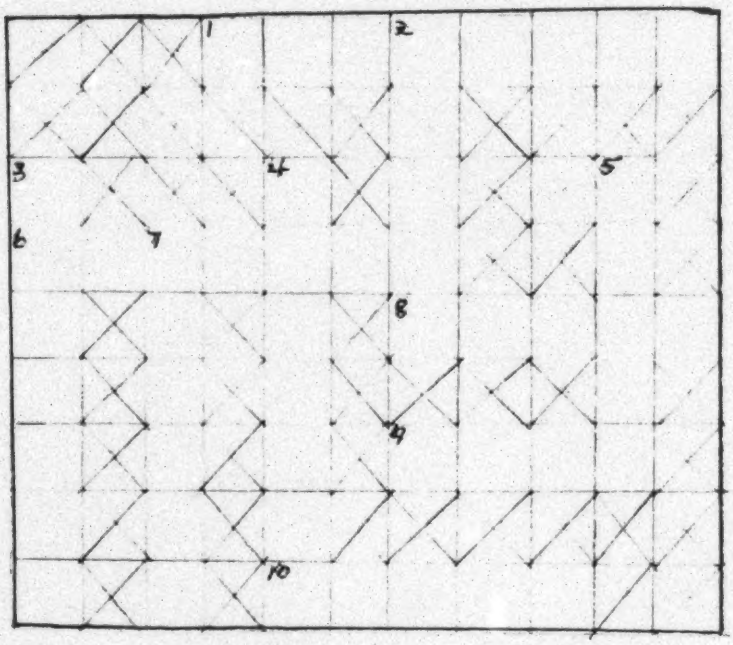
Yellow leaves are falling down,
falling down, falling down.
Yellow leaves are falling down,
falling all around.

MEMORIZATION OF THE POEM:

See <u>General Suggestions</u> for procedures.

STOPPING BY WORDS

PUZZLE



ACROSS

1. pledges
6. smaller than a town
8. clean with a broom
9. 12 months or 365 days
10. rest or nap

DOWN

2. measures of 5,280 ft.
3. time between sunset and night
4. connects a horse to a vehicle
5. odd or unusual
7. pretty

PRONUNCIATION PRACTICE:

Follow procedures listed in General Suggestions
Terminal sounds which may cause difficulty in pronunciation:
roads, diverged, travel, both, looked, bent, undergrowth, having, perhaps, claim, passing, same
morning, leaves, step, black, kept, first, knowing, leads, come, back, telling, with, ages, hence, traveled, difference

The following lists are for the teacher's convenience:

roads	travel	looked	come	bent	having	perhaps
woods	gravel	cooked	some	rent	passing	hops
loads	ravel	hooked	drum	sent	knowing	skips
codes	gavel	booked	plum	tent	telling	jumps
goads	level	dumb	dumb	cent	saying	bumps
modes	devil		rum	went	going	lumps
nodes	bevel		from	dent	evening	stops
toads	weavil		crumb	meant	morning	shops
leads						

leaves	step	kept	first	leads	ages
heaves	pep	wept	thirst	reads	pages
sheaves	hep	slept	worst	speeds	wages
thieves	hope	crept	burst	pleads	rages
weaves	rope	swept	nursed	deeds	stages
loaves	soap		pursed	feeds	cages
stoves	stop			heeds	gauges
loves	drop			needs	sages

DISCUSSION QUESTIONS:
See General Suggestions for procedures.
Since this poem is rather long and profound, it may be best to present one verse at a time. Use the discussion questions, definitions, and other techniques which apply to the verse being presented.

Verse 1:
1. Who wrote this poem?
2. Where did the two roads diverge?
3. What makes this a yellow wood?
4. What season of the year is this?
5. Why was Mr. Frost sorry?
6. Why couldn't he travel both roads?
7. Why did he stand there for a long time?
8. Did he look down the first road?
9. How far down could he see the road?

Verse 2:
10. What did he do then?
11. Was the road he took just as good as the first one?
12. Why might this road have a better claim?
13. What wanted wear?
14. What is meant by the road "wanted wear"?
15. How can a road get more wear?
16. What does that mean in "Though as for that..."?
17. Say "Though as for that..." in your own way.
18. Say "the passing there" in other words.
19. What had been worn "really about the same"?

Verse 3:

20. What is meant by "Both that morning equally lay in leaves"?
21. What is meant by "...leaves no step had trodden black"?
22. What was "kept for another day"?
23. What does Mr. Frost mean by, "Oh, I kept the first road for another day"?
24. Does he know "...how way leads on to way"?
25. What does he mean by "...way leads on to way"?
26. Does Mr. Frost know that he will or will not ever come back?

Verse 4:

27. Where will he be telling about these two roads?
29. When will he be telling about them?
29. Does "ages and ages hence" mean tomorrow or the next day?
30. Does Mr. Frost know exactly where or when he will be telling about the two roads that diverged in the wood?
31. How do you know it will be some time in the future?
32. What is meant by "telling this with a sigh"?
33. Which road had Mr. Frost taken?
34. What has made all the difference?
35. How did that make all the difference?

DEFINITIONS:

Verse 1:

Road - a wide unpaved pathway; street
diverged - divided; separated into two different directions
yellow wood - yellow leaves on the trees and on the ground that make the woods look yellow
both - the two together; theone and the other
traveler - a person who goes from one place to another
bent - not straight; curved; crooked
undergrowth - underbrush; shrubs, bushes, grasses, flowers, weeds growing under the trees

Verse 2:

just as fair - equally as good; one no better than the other
perhpas - maybe; possibly
claim - to have a greater reason to be chosen
grassy - covered with grass; full of grass
wanted wear - wanted more travelers to use it
the passing there - all the traffic that went that way - people, bicycles, horses, carts, wagons, carriages passing

Verse 3:

Lay in leaves - had leaves spread all over it
had trodden - had stepped on; had walked on; had set foot on
no step had trodden black - no one had walked on; the leaves and crushed them into the earth
had doubted - was not sure; was not certain; unsure

Verse 4:

sigh - to let out a long, deep breath because one is remembering
ages and ages hence - a long, long time in the future
less traveled by - fewer travelers had gone that way; less traffic had used that road
that make all the difference - that choice changed everything; that was all that mattered.

STORY REITERATED: have the students answer these questions orally

Verse 1:
What diverged in a yellow wood?
Why was Mr. Frost sorry?
Why couldn't he travel both roads?
What did he do?
Why did he stand there for a long time?
How far could he see down the first road?

Verse 2:
Then what did he do?
How did it look?
Did it have a better claim to being chosen?
Why did it have a better claim?
When he thought about it again, how had the passing there worn this road?

Verse 3:
What made the roads look equal that morning?
Had anyone stepped on the leaves?
What did Mr. Frost do about the first road?
What did Mr. Frost Know?
Did he think he would ever come back to this place?

Verse 4:
How will he feel when he's telling about these roads?
Where will he be telling about them?
When will he be telling about them?
What will he be telling about?
Which one did he take?
What did that do?

RHYMING WORDS:
Follow procedure listed in General Suggestions
Lines 1, 3, and 4 rhyme. Lines 2 and 5 also rhyme
wood, stood, could; both, undergrowth
fair, wear there; claim, same
lay, day, way; black, back
sigh, I, by; hence difference

The following lists are for the teacher's convenience

wood	both	fair	claim	lay	black	sigh	hence
stood	growth	wear	same	day	back	I	difference
could	with	there	fame	way	tack	by	fence
should	health	bear	game	say	sack	high	sense
would	mouth	chair	came	stay	quack	cry	tense
good	south	hair	blame	clay	pack	tie	occurrence
	tooth	dare	shame	pay	jack	thigh	whence
	teeth	pair	frame	may	lack	die	pence
						my	

STORY PARAPHRASED:
Verse 1:
A road divided into two roads that went in different directions. Being only one person, Robert Frost could not go both ways at the same time. He stood for a long time at the place where the road separated. He looked down one road to where it curved and was lost in the woods. He could not see it any more.
Verse 2:
Then he went down the other road. It looked as if fewer people traveled this way but both roads were very much the same.
Verse 3:
It was early in the morning. Leaves had fallen during the night and covered both roads. No one had yet walked on the leaves so they were not pressed into the black earth. Mr. Frost thought that the next time he would go the other way but because he knew that one road leads to another, he was not sure that he would ever come back to this same place again.
Verse 4:
Some day, a long, long time from now, he will talk about these two roads that diverged in the woods and say that he took the one fewer people traveled and that was all that really mattered.

ROLE PLAYING:
Have individuals pretend to be Robert Frost and each paraphrase orally one verse of the poem.

COMPLETION EXERCISE:
See General Suggestions for procedures.

1. An unpaved street is a _____.
2. The roads _____.
3. Yellow leaves made the woods look _____.
4. To go from place to place is to _____.
5. A person who goes from place to place is a _____.
6. Underbrush is another word for _____.
7. The rug shows _____.
8. Paper clips are made from wires that are _____.
9. If it is equally good, it is just as _____.
10. Ages and ages hence means a long, long time in the _____.
11. You must have _____ the left shoe and the right shoe to make a pair.
12. Many cars were _____ there.
13. No one had _____ on the leaves.
14. If he did not believe that it was true he _____ it
15. To make a difference is to _____ things so they are not the same as they were.

On chalkboard

bent
both
change
diverged
doubted
fair
future
passing
road
travel
traveler
trodden
undergrowth
wear
yellow

SPELLING PRACTICE:
See General Suggestions for procedures. These lists are for the teacher's convenience.

List 1	List 2	List 3	List 4
road	hence	ages	undergrowth
diverged	ages	bent	trodden
both	sigh	both	traveler
traveler	doubted	claim	sigh
bent	trodden	diverged	road
undergrowth	grassy	doubted	perhaps
perhaps	claim	grassy	hence
claim	perhaps	hence	grassy
grassy	undergrowth	perhaps	doubted
trodden	bent	road	diverged
doubted	traveler	sigh	claim
sigh	both	traveler	both
ages	diverged	trodden	bent
hence	road	undergrowth	ages

List 5	List 6
ages	undergrowth
bent	traveler
both	diverged
road	trodden
sigh	perhaps
claim	doubted
hence	grassy
grassy	hence
doubted	claim
perhaps	sigh
trodden	road
diverged	both
traveler	bent
undergrowth	ages